

Scholarship: Insights from History to Support Advancement in Nursing Education

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Brief Abstract

The Practice of Teaching, the Scholarship of Teaching and Learning (SOTL), and Nursing Education Research are essential to academic roles and programs. Yet, the distinction between categories is often unclear. This session will review the literature on Boyer's (1990) educational theory as a beginning framework for the SOTL and then move forward to present the need for a new model to support development at all levels of scholarship (Practice of Teaching, SOTL, and Nursing Education Research). The presenters will engage the audience in a discussion of current terminology and how this impacts the discipline, evolving theory, and the advancing needs of nursing education.

Full Abstract

To advance theory, it is essential to examine prior theoretical work and how it serves as a foundation for development. Boyer's (1990) educational model has been widely recognized as the beginning of the Scholarship of Teaching and Learning (SOTL). Because scholarship is essential to graduate education (Master's, DNP, PhD), faculty seeking promotion and tenure, and dissemination, it is essential to understand the work of Boyer and other pioneering researchers. Much has changed since theory on scholarship was initially addressed 25 years ago. A review of literature will provide a base to examine theory along with the evolving needs of the discipline. As reliance on prior models fosters an all-inclusive view of scholarship and hinders development at each level, theory development is needed to advance the science of nursing education. This presentation will examine many of the terms often used interchangeably in nursing education to describe scholarship including the practice of teaching (including evidence-based teaching, scholarly teaching, and quality improvement in teaching), SOTL, and research in nursing education. This presentation of formative work will provide a foundation for model development that supports scholarship at all levels in nursing education.

Title:

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Keywords:

Boyer, Scholarship and Scholarship of Teaching and Learning

References:

Clark, N. J., Van-Houten, L. A., & Perea-Ryan, M. (2010). Transitioning from clinical practice to academia: University expectations on the tenure track. *Nurse Educator*, 35(3), 105-109. Ponte, P. R., Nicholas, P. K. (2015). Addressing the confusion related to DNS, DNSc, and DSN degrees, with lessons for the nursing profession. *Journal of Nursing Scholarship*, 47(4), 347-353.

Abstract Summary:

This session will review the literature on Boyer's (1990) educational theory as a beginning framework for the SOTL and then move forward to present the need for a new model to support development at all levels of scholarship (Practice of Teaching, SOTL, and Nursing Education Research). The presenters will engage the audience in a discussion of evolving theory and the advancing needs of nursing education.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Participants will be able to describe the gap between current scholarship theory and needs of the discipline	Review of Boyer's (1990) theory and other pioneering researchers. Review current state of scholarship in nursing education
Participants will be able to identify at least two reasons for a new model to support scholarship in nursing education.	Ambiguity of scholarship terminology. Need for clear distinctions to enable student/faculty progression.

Slot:

F 01: Saturday, April 9, 2016: 2:45 PM-4:00 PM